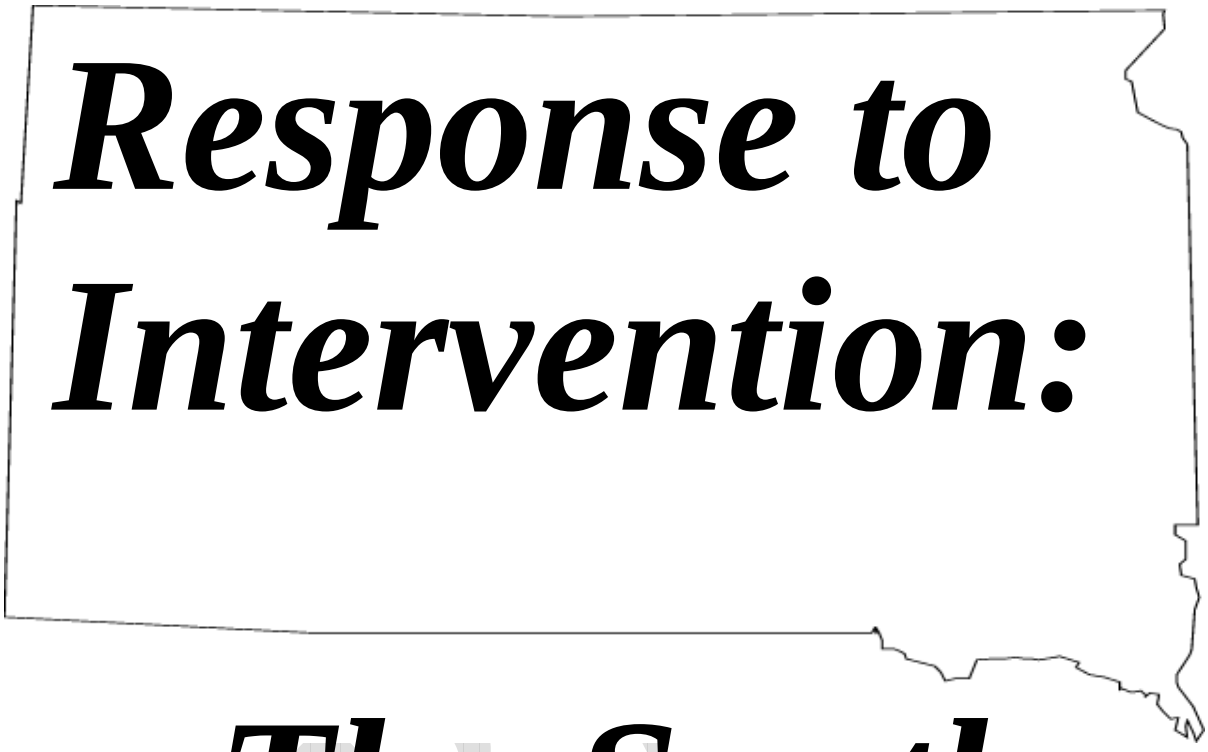

Response to Intervention:

The South Dakota Model

2007
Draft

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Rationale

Background

In August 2006, Office of Special Education Programs reauthorized IDEA (Individuals with Disabilities Education Act). With this reauthorization, states must offer an option in addition to the severe discrepancy model for the identification of students with specific learning disability. The US Department of Education endorsed the Response to Intervention (RtI) approach for this alternative. The South Dakota Department of Education formed a stakeholder group to assist in the development of an RtI model and technical assistance guide.

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Introduction

A Response to Intervention (RtI) approach is not new. RtI refines earlier initiatives in general education such as teacher assistant teams, pre-referral interventions, and problem-solving teams. With the reauthorization of IDEA in 2004, however, RtI is brought to the forefront of educational practice and service delivery as an alternative to the traditional approach to identifying students with learning disabilities. The Individuals with Disabilities Education Improvement Act of 2004 states, "a local educational agency may use a process that determines if the child responds to scientific, research-based intervention as part of the evaluation procedures." RtI represents a progressive intervention approach that identifies students at risk for learning difficulties, including those who may have a Specific Learning Disability (SLD), and provides early intervention with the goal of improving the achievement of all students. To that end, RtI also aligns itself with the No Child Left Behind Act (NCLB) of 2001.

Definition of Response to Intervention (RtI)

The National Association of State Directors of Special Education (NASDSE, 2005) defines RtI as the practice of providing high-quality instruction and intervention based on a student's needs, changing instruction and/or goals through frequent monitoring of progress, and applying the student response data to important educational decisions. Although there is no universally accepted RtI model or approach, it is typically understood within the context of multiple tiers of intervention service delivery for students with difficulties. In other words, students who are identified as at-risk through universal screening have their progress monitored and receive increasingly intense, multi-tiered interventions, which may evaluate in eligibility for special education and related services.

RtI models currently in practice may vary across LEAs and states. However, they use a generally similar structure with some common components. According to NASDSE (2005), three essential components of RtI are as follows:

- Multi-tiered intervention service delivery
- Integrated data collection/assessment system
- Data-based decisions based on a problem-solving model

Prior to implementation, strategic planning and staff development will be needed to address all of the following components. It is also important to recognize that the successful implementation of RtI hinges upon such prerequisite elements as building capacity and parent involvement.

Core Principles According to NASDSE

According to NASDSE (2005), a large-scale implementation of any professional practice requires an understanding of the core principles that guide the practice as well as the components that define the practice. The core principles of RtI include:

- We can effectively teach all children.
- Intervene early.
- Use a multi-tiered model of service delivery.
- Use a problem-solving method to make decisions within a multi-tier model.
- Use research-based interventions.
- Monitor student progress to inform instruction.
- Use data to make decisions.
- Use assessment for three different purposes. (screening, diagnostics and progress monitoring).

Integral components of a three-tiered system:

- Parent involvement
- Problem-solving team
- Data-driven instruction
- Progress monitoring
- Fidelity of implementation
- Universal screenings
- Use of SBR instruction and intervention

Building Capacity

To fully incorporate RtI, school districts must assess their readiness and capacity to adopt and implement RtI practices for all academic areas and classroom management. School districts then develop a plan for implementing RtI that should include building capacity. An RtI plan is expected to take several years to fully implement, thus districts and schools are encouraged to start small before moving to a district-wide approach. This is due to the considerable amount of professional development that needs to be provided in the beginning stages of establishing RtI systems to build capacity. It will be equally important for all staff to receive on-going professional development support after an RtI system has been put into place.

Professional Development

Successful implementation of RtI depends on the ability of general and special educators to use RtI reliably and validly. The reliability and validity with which RtI is implemented will be determined to a great extent by the quality of both the pre-service and in-service professional development models used to translate research to practice.

Leadership

- Professional development delivery model that best supports implementation.
- Staff and budget requirements to integrate general and special education services for the implementation of RtI.
- Relationship between implementation and expectations for improved student performance.
- Barriers that will occur and that must be addressed during implementation.
- Use of, and support for, technology necessary to ensure efficient and effective implementation of RtI.
- Essential stages and variables necessary for a smooth transition to RtI.

Administrative

- Skills in data-based decision-making and the need to share outcome data frequently with staff in the process.
- Recognize the relationship between staff efforts and student outcomes.
- Coordination and alignment of district efforts to attain greater impact.
- Involve and inform parents in the essential elements of RtI that impact their child and his/her teacher.
- Need for universal, supplemental and intensive instructional strategies and interventions.
- Components of a successful professional development plan, with particular emphasis on building capacity and sustaining changes in practice.

Leadership

- Policy Makers
- Superintendents

Administrative Structure

- District
- Building Level

Direct Services

- Teachers
- Other instructional Staff

Related Services

- School Psychologists
- Social Workers
- Counselors
- Behavior Specialists
- Speech Clinicians

Parents

Direct Services

- Increase the range of empirically validated instructional practices in the general education classroom.
- Using problem-solving methods.
- Technology and supports necessary to implement RtI.
- Demonstration and guided practice opportunities.

Related Services

- Different models for looking at student performance differences and their impact on the development of instructional and assessment practices.
- Evaluation strategies to assess instructional quality in general and special education classrooms and programs.
- Curriculum Based Measures and related continuous progress monitoring technologies to evaluate individual student performance and instructional quality.
- Models of social support and role of related services staff in the provision of that support.
- Specific training in coaching, mentoring and data management strategies.

Data Collection and Assessment Systems

An integrated data collection and assessment system is essential for informed decision-making for individual students and school systems. The LEA must develop a systematic assessment plan within the RtI framework, which specifies data collection, monitoring, and management. Assessment is used for three purposes, including screening, diagnostics, and progress monitoring. Data collection on each student is consistent (using the same selected assessment tool throughout the three tiers) with adequate frequency. This data will be used by teachers and problem-solving teams to make informed educational decisions.

Assessment methods must:

- Be reliable and valid for making educational decisions;
- Directly assess the specific skills embodied in state and local academic standards;
- Assess marker variables that have been demonstrated to lead to the ultimate instructional target (e.g. reading comprehension);
- Be sensitive to small improvements over time (e.g., DIBELS or other CBM measures);
- Be administered efficiently over short periods;
- Be administered repeatedly, using multiple probes;
- Be readily summarized in teacher and parent-friendly data displays;
- Be used to make comparisons across students;
- Be used to monitor an individual student's progress over time;
- Have direct relevance to the development of instructional strategies that address the area of need. (NASDSE, 2005)

Progress Monitoring: Depending on the intensity of student difficulties and the services provided, progress monitoring will occur at more frequent intervals. The universal screening of all students in **Tier One** takes place three times a year. Students receiving **Tier Two** strategic interventions should be monitored a minimum of two times per month. **Tier Three** intensive interventions should be monitored at least once a week for the duration of the intervention.

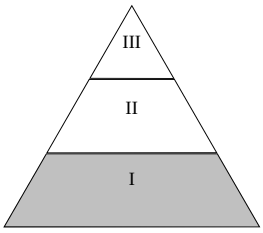
Intervention Fidelity: In addition to assessing student performance, the assessment plan should also address systematic assessment and documentation that the interventions used were implemented with fidelity. Thus, evaluation teams need to carefully articulate the essential components of the interventions (e.g., checklists) and determine through direct observation the extent to which the interventions were implemented according to established guidelines. Without sufficient intervention fidelity, determination of a student's RtI cannot be validly assessed.

Parent Involvement

Involving parents at all phases is a key aspect of a successful RtI program. As members of the problem solving team, parents can provide a critical perspective on students, thus increasing the likelihood that RtI interventions will be effective. For this reason, schools must make a concerted effort to involve parents as early as possible, beginning with the monitoring of individual student performance within the core curriculum.

Tier	Events	How to Involve Parents
	Prior to school	• Develop a campaign to inform the public regarding RtI processes. • Include clear description of RtI process in school handbook (parent and/or student).
	Start of school year for all students	• Will send parent-friendly notice home to all parents reviewing processes initiated within the RtI model to address needs of all students: • May include conferences, websites, newsletters, and/or open houses to facilitate parents' understanding of the process and its benefit to their students(s)..
Tier 1	Universal screenings	• Data reflecting student progress within the core curriculum will be available for all parents at their request. • This data will be shared with parents at conferences.
	When individual student issues are identified	• Conduct parent/teacher conference at which time student data (graphic representations) will be shared, strategies and materials for home instruction are offered. • Parent must be informed regarding procedural due process rights under IDEA '04.
Tier 2	Problem-Solving Team meets to address problems of identified students, progress monitoring	• Obtaining parent input is critical. Invite parents to attend these meetings.
	Documentation of progress	• Continue to send home reports and continuous progress monitoring data reviewed by team; • Involve parent in the intervention process (Note: If we are teaching in a targeted skill, the parent should know about this and be guided in helping the student at home to the extent the parent is willing and able.)
Tier 3	Team meetings to review progress and make instructional decisions	• Invite parents to participate in meetings and/or receive any of the data that is used by the team with a summary of the meeting in writing accompanied by a follow-up telephone call and/or parent/teacher conference.
	Decisions that result in a student spending more time in intensive instruction than typical peers	• Send form letter home. • Obtain consent for individual evaluation. • Conduct follow-up call to address parent questions.

Multi-Tiered System



Tier I: Core Instruction

The purpose of Tier 1 is to provide instruction within the core curriculum and to identify students who are not making satisfactory progress and need additional academic support.

ASSESSMENT

The screening process should be an efficient, effective, systematic method of acquiring and maintaining data on the performance of all students. The screening procedure should include:

- Selection of a screening tool that is reliable and valid;
- Use of multiple data, including, but not limited to medical, social, academic and instructional factors which may impact student learning;
- Use of multiple decision points;
- Sensitivity to cultural and linguistic differences;
- A review of data by the general education teacher of all students;
- Communication of screening results to parents;
- Screening of students a minimum of three (3) times per year (recommended times are fall, winter and spring);
- Comparing screening results to average benchmarks;
- An analysis of effectiveness of core curriculum;
- Identification of students for Tier II interventions based on decision-making rules (approximately lowest 15-20%).

Information Available at	Aimsweb http://www.aimsweb.com/

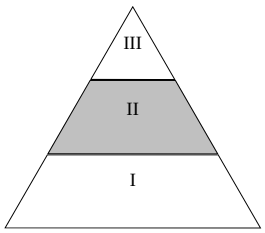
INSTRUCTIONAL FOCUS

Based upon the screening information, the general education teacher implements SBR instructional strategies and continues to track progress of all students within the core curriculum. If a student, after tracking progress for a specific period of time, fails to make satisfactory progress, the concern is communicated to the school-based Problem Solving Team. Communication to the Team should be based on a review of student performance data. Instructional strategies may include:

- Flexible grouping
- Instruction is differentiated within the core
- Use of SBR instructional strategies;
- Use of SBR instructional programs;
- Alignment of core curriculum to state content standards

Information Available at	Dibels http://dibels.uoregon.edu/

Tier II: Strategic Interventions



At Tier II, **strategic interventions** are provided to students who are not achieving the desired standards through the core curriculum alone. Tier II typically consists of 10-15% of the student body. Strategic interventions supplement the instruction in the core curriculum provided in Tier I and should be targeted at identified student needs and stated in an intervention plan. Decisions about selecting the appropriate strategic interventions should be made when a student enters Tier II and then reviewed through progress monitoring at appropriate intervals after interventions are implemented.

ASSESSMENT

At Tier II, progress monitoring involves reviewing existing data of the student's performance and progress using CBM tools. Informal diagnostic data may also be used to determine whether intensive remedial efforts are producing the desired improvements in rate of learning.

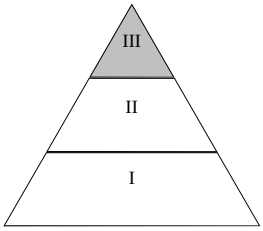
- Progress monitoring conducted more frequently than at Tier I, usually occurring at least two times per month as determined by the problem solving team;
- Data gathered through progress monitoring is used by teams to make instructional decisions;
- Instructional decisions are made based on a minimum of four consecutive periods of data collection;
- The problem-solving team will meet when the data shows that the interventions are not effective.

INSTRUCTIONAL FOCUS

In Tier II the time and intensity of instruction increases. Strategic interventions are intended to be short-term in duration (e.g., 9-12 week blocks) and are in place for immediate implementation.

- In addition to instruction in the core curriculum, interventions are generally provided in small groups of three to six students and may occur in the main classroom or in other settings;
- It is recommended that interventions at Tier II consist of three to four sessions per week at 30-60 minutes per session;
- Instruction must be provided by trained staff and supervised by individuals with expertise in the intervention chosen by the decision making team;
- Interventions must be delivered with fidelity;
- Intervention fidelity must be monitored and documented.
- Instruction involves addition of time and supplemental material obtained from the core or alternative curriculum;
- Students may benefit from more than one Tier II intervention cycle Students who are successful at Tier II may be reintegrated. However, for a small percentage of students, Tier II interventions will not be enough. If a student is not demonstrating progress toward the benchmark after it is determined that Tier II strategic interventions have been implemented with fidelity, the student will require intensive interventions at Tier III.

Information Available at	Reading First http://doe.sd.gov/octa/readingfirst/index.asp



Tier III - Intensive Interventions

Intensive interventions at Tier III are designed to accelerate a student's rate of learning by increasing the frequency and duration of interventions based on targeted assessments that analyze the lack of responsiveness to the interventions provided at Tier I and Tier II. Students at Tier III are those students who are performing significantly below benchmark and who have not adequately responded to SBR interventions provided at Tier I and Tier II.

ASSESSMENT:

- Progress monitoring at Tier III is completed more frequently, at least on a weekly basis;
- Prior to selecting intensive interventions, targeted assessments for instructional purposes are typically conducted when a student enters Tier III. These assessments use direct measures in addition to analysis of RtI data to provide more in-depth information about a student's instructional needs and are used to identify the student's skill deficits. Targeted assessments may be administered at this time. Targeted assessments may include the use of interviews, observations, error analysis techniques, CBM, and/or other assessment measures;
- Students who are successful at Tier III may be returned to previous tiers. Students who are not successful after multiple Tier III intensive interventions may be considered for a referral for special education evaluation

INSTRUCTIONAL FOCUS:

- Tier III generally serves fewer than 5% of the student body. Intensive interventions are usually delivered individually or in small groups and may occur over an extended period of time. An example of an intervention plan at Tier III may include two 30-minute sessions daily, in addition to the instruction occurring in the student's core curriculum:
  - Interventions must be delivered with fidelity;
  - Intervention fidelity must be monitored and documented;
- For individual students with intensive learning needs, individualized interventions are designed directly from the individual diagnostic information collected. **Note**: Tier III interventions are considered intensive interventions.

Information Available at	Special Education http://doe.sd.gov/oess/specialed/index.asp

The Role of a Special Education Staff in the RtI Process

Activity	Tier	Required Paperwork	**Acceptable** role of Special Education Staff	**Unacceptable** role of Special Education Staff
Core Instruction	**I**	The Problem Solving Team fills out all paperwork at this level	▪ Consult, collaborate and brainstorm academic and behavioral program development ▪ Teach regular education skill groups that include some students on IEP's ▪ Collect and organize progress-monitoring data for students in skill groups.	▪ Include students in a designated special education instructional group ▪ Conduct observations of individual students ▪ Serve as a RtI case manager
Strategic Interventions	**II**	The Problem Solving Team fills out all paperwork at this level	**Same as Tier I**	**Same as Tier I**
Intensive Interventions	**III**	▪ Special Education Referral or Prior Notice ▪ Consent for Evaluation	▪ Include non-special education student in a designated special education group for diagnostic teaching and progress monitoring ▪ Take over as the RtI case manager	▪ Conduct observations
Special Education	**III B**	▪ Referral ▪ Consent for Evaluation ▪ Data Collection ▪ Eligibility Meeting Notice	▪ Assume duties consistent with evaluation procedures and timelines. Formal Evaluations and Observations	

The Multi-Tiered System for South Dakota

The Multi-Tiered Academic System

This system includes 100% of all the students

Tier 3
SBR Core or Replacement Core Curriculum

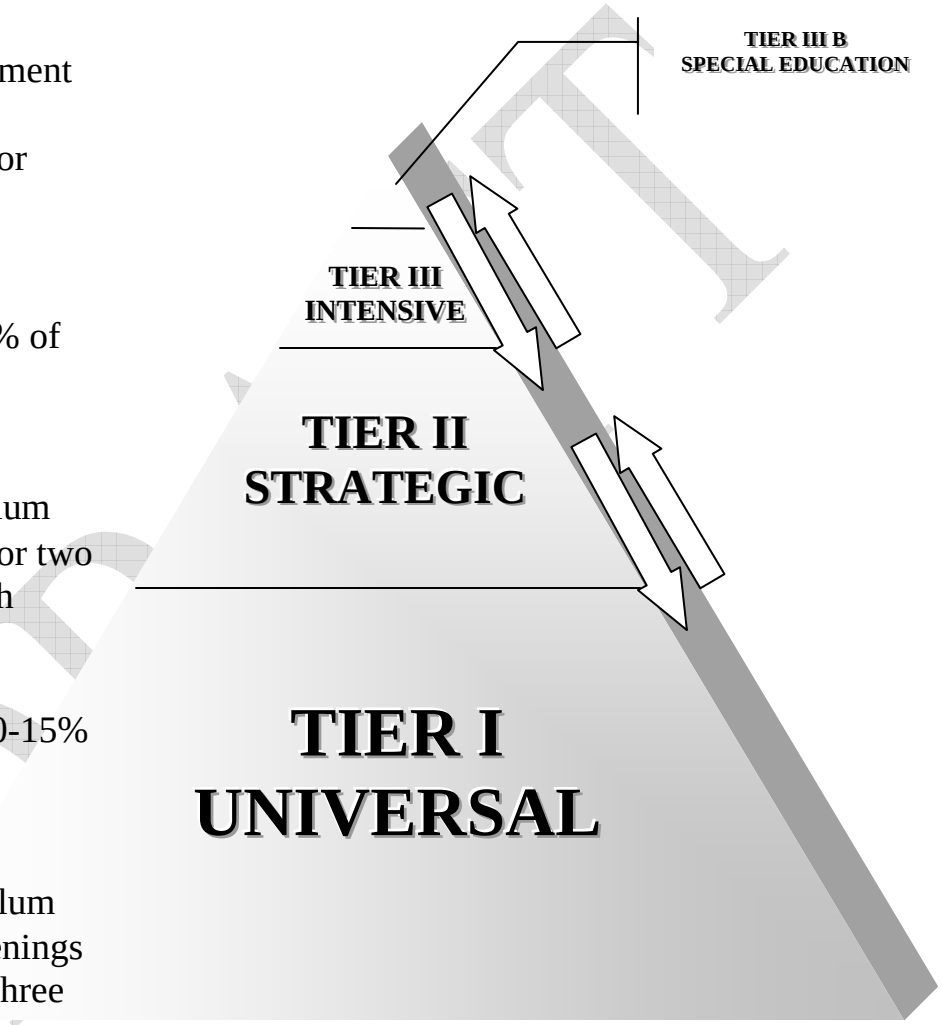
- Progress monitor weekly
- SBR intensive interventions
- Required for 5% of students

Tier 2
SBR Core Curriculum

- Progress monitor two times per month
- SBR strategic interventions
- Required for 10-15% of students

Tier 1
SBR Core Curriculum

- Universal screenings of all students three times per year
- Additional instructional strategies
- Successful for 80-85% of students



Summary
(List of Beliefs)

Educators have always recognized the importance of using data to improve achievement. In the past, educators have used the data from nationally normed tests or IQ/achievement discrepancies to identify students who are academically or behaviorally at risk. RtI provides a system for identifying students who need intensive interventions to have success in the classroom. The components of RtI are supported by studies that have been extensively researched in the past decade. RtI emphasizes a multi-tiered approach to assessment and instruction for students who are experiencing academic or behavioral difficulties. This approach allows educators, parents and administrators to work together in a problem-solving model to increase achievement for all students.

Appendix

Administrative Considerations in Implementing the RtI Model

Consider possible funding sources: General funds, Special Education, and NCLB Title I Part A, Title I Part B, Title II A, Title II B, Title III, Title IV, and Title V.

Special Education – Districts may spend up to 15% of their Part B funds for implementing early intervening services (EIS) in their elementary and secondary schools.

Title I Part A – Title I services can be considered one of the tiers within the RtI model. There are two kinds of Title I Part A programs: **School - wide** and **Targeted Assistance**. Both programs can support the RtI model, but there are slight differences in the way each might contribute. Both programs are eligible to be provided in elementary and secondary schools. The district identifies the schools within the district that are Title I eligible and which ones receive those funds.

> **School - wide** – In schools operating a school wide program, the entire school operates as a Title I program and bases the operations of the school on its school - wide plan. All students are considered Title I students and all teachers are considered Title I teachers. RtI would have to be part of the school's school - wide plan. The school would not be required to specifically identify a student, as Title I. Students must be taught to the same challenging content standards required for all children. Aides must work under the direct supervision of a highly qualified teacher.
>
> **Targeted Assistance** – In a school operating a targeted assistance Title I Part A program, Title I funds may only be used to provide assistance to well-identified Title I students. Staff paid with Title I funds can only work with well-identified students. Aides must work under the direct supervision of a highly qualified Title I teacher. Title I services could be considered as one of the tiers in the RtI model. Students would have to be identified as a Title I student and all program requirements met. Students must be taught to the same challenging content standards required for all children.
>
> **General considerations** – Title I funds must supplement, not supplant, local and state funds. Comparability must be maintained across schools within the district.

Title I Part B – Reading First

Information Available at

Title
http://doe.sd.gov/oess/index.asp

Title II A – These funds are for professional development and can be used for all teachers and paraprofessionals in the district. Professional development for SBR instructional classroom strategies, specific academic interventions, and behavior interventions could be provided to all staff.

Title II D – These funds support the use of technology, software, hardware, and professional development for technology use and integration. Assessment, progress monitoring, and data analysis might be supported with these funds.

Title III – Funds could be used to support interventions for LEP students and for professional development for those interventions.

Title IV – Funds could be used to support PBIS.

Title V – There are a list of 27 activities that are allowable with these funds. Tutoring is an allowable activity.

REAP – Districts that meet the eligibility requirements can combine Titles II A, IID, III, IVA, and V funds to support allowable activities under Title I A, IIA, IID, III, IVA, and V. All but about 40 districts in the state use the flexibility provisions provided through REAP.

Early Intervening Services (EIS)

What is it?
There is nothing in the federal regulations (IDEA) that prohibits children with disabilities who are receiving special education and related services under IDEA from receiving instruction using RtI strategies unless the use of such strategies is inconsistent with their individualized education programs (IEPs).

However, children with disabilities who are currently identified as needing services may not receive RtI services that are funded with IDEA funds used for EIS, because EIS is for students who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.

How may the money be used?
In implementing coordinated, early intervening services under this section, an LEA may carry out activities that include:

- **Professional Development** for teachers and other school staff to enable personnel to deliver scientifically based academic and behavioral interventions.
- **Providing** educational and behavioral evaluations, services, and support.

EIS activities may include professional development to enable district staff to deliver scientific research-based academic instruction and behavioral interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software. EIS activities may also provide educational and behavioral evaluations, services and supports. School districts that use EIS funds must report to SD DOE the number of students served through these funds and the number of these students that become eligible for special education services within the following two years.

Is the use of funds for EIS required or permitted?
Generally, the use of funds an LEA receives under Part B of the Act for EIS is discretionary on the part of the LEA, except when an LEA has significant disproportionality based on race and ethnicity. Under 34 CFR §300.226, an LEA may not use more than 15% of the amount the LEA receives under Part B of the Act for any fiscal year, less any amount reduced by the LEA pursuant to 34 CFR §300.205, if any, in combination with other amounts (which may include amounts other than education funds), to develop and implement coordinated EIS. If a State identifies an LEA as having significant disproportionality based on race and ethnicity with respect to the identification of children with disabilities, the placement of children with disabilities in particular educational settings, or the incidence, duration, and type of disciplinary actions taken against children with disabilities, including suspensions and expulsions, the SEA must require the LEA to reserve the maximum amount of funds available to the LEA to provide EIS to children in the LEA, particularly, but not exclusively, to children in those groups that were significantly overidentified.

What is the relationship between EIS funds and maintenance of effort (MOE) funds?
LEAs that seek to reduce their local maintenance of effort in accordance with 34 CFR §300.205(d) and use some of their Part B funds for early intervening services under 34 CFR §300.226 must do so with caution because the local maintenance of effort reduction provision and the authority to use Part B funds for early intervening services are interconnected. The decisions that an LEA makes about the amount of funds it uses for one purpose affect the amount that it may use for the other. Appendix D of the Part B regulations [71 FR 46817] provides examples of how 34 CFR §300.205(d), regarding local maintenance of effort, and 34 CFR §300.226(a), regarding EIS funds, affect one another.

Administrative Rules Regarding Early Intervening Services

24:05:19:05.06. Early intervening services -- General. A district may not use more than 15 percent of the amount the district receives under Part B of the IDEA for any fiscal year, less any amount reduced by the district pursuant to § 24:05:19:05.05, if any, in combination with other amounts, which may include amounts other than education funds, to develop and implement coordinated, early intervening services, which may include interagency financing structures, for students in kindergarten through grade 12, with a particular emphasis on students in kindergarten through grade three, who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.

Nothing in this section either limits or creates a right to FAPE under Part B of the IDEA or delays appropriate evaluation of a child suspected of having a disability.

Funds made available to carry out this section may be used to carry out coordinated, early intervening services aligned with activities funded by, and carried out under, the ESEA if those funds are used to supplement, and not supplant, funds made available under the ESEA for the activities and services assisted under this section.

24:05:19:05.07. Early intervening services -- Activities. In implementing coordinated, early intervening services, a school district may carry out activities that include:

(1) Professional development, which may be provided by entities other than school districts, for teachers and other school staff to enable such personnel to deliver scientifically-based academic and behavioral interventions, including scientifically-based literacy instruction, and, if appropriate, instruction on the use of adaptive and instructional software; and

(2) Providing educational and behavioral evaluations, services, and supports, including scientifically-based literacy instruction.

24:05:19:05.08. Early intervening services -- Reporting. Each school district that develops and maintains coordinated, early intervening services must annually report to the department on:

(1) The number of children served who received early intervening services; and

(2) The number of children served who received early intervening services and subsequently receive special education and related services under Part B of the IDEA during the preceding two-year period.

24:05:19:05.03. Permissive use of funds. Notwithstanding federal requirements governing excess cost, use of Part B funds to supplement state, local and other federal funds and not supplant those funds, maintenance of effort, and commingling requirements, IDEA Part B funds provided to a school district may be used for the following activities:

1) For the costs of special education and related services and supplementary aids and services provided in a regular class or other education related setting to a student with a disability in accordance with the individual education program of the student, even if one or more nondisabled students benefit from these services;

2) To develop and implement coordinated, early intervening educational services in accordance with this chapter; and

3) To establish and implement cost or risk sharing funds, consortia, or cooperatives for the school district itself, or for school districts working in a consortium of which the district is a part, to pay for high cost special education and related services.

A school district may use funds received under Part B of the IDEA to purchase appropriate technology for recordkeeping, data collection, and related case management activities of teachers and related services personnel providing services described in the IEP of children with disabilities, that is needed for the implementation of those case management activities.

24:05:17:10. Overidentification and disproportionality. The department shall provide for the collection and examination of data to determine whether any inappropriate Overidentification or significant disproportionality based on race and ethnicity is occurring in the state and in districts of the state with respect to:

(1) The identification of children as children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment described in chapter 24:05:24.01;

(2) The placement in particular educational settings of these children; and

(3) The incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

In the case of a determination of inappropriate overidentification or significant disproportionality with respect to the identification of children as children with disabilities, or the placement in particular settings of these children, the department shall provide for the review of and, if appropriate, revision of the policies, procedures, and practices used in the identification or placement to ensure compliance with the requirements of Part B of the Individuals with Disabilities Education Act; require any district identified under this section to reserve the maximum amount of funds allowable to provide comprehensive coordinated early intervening services to serve children in the district, particularly, but not exclusively, children in those groups that were significantly overidentified under this section; and require the district to publicly report on the revision of policies, practices, and procedures described under this section.

Strategic Interventions that can be utilized to Encourage Skill Development

Reading

Authentic Assessment

An authentic assessment usually includes a task for students to perform and a rubric by which their performance on the task will be evaluated.

Computer Based Instruction

a) *Computer Assisted Instruction- Interaction with the student and computer during the lesson and activities.*
b) *Computer Managed Instruction- Computer is a guide to the teacher and the student throughout the course of the lesson.*

Cooperative Learning

Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.

a) *Peer Tutoring*
b) *One to One Instruction*

Direct Instruction

a) *Scripted-Teacher reads a script, students respond, repeated until evidence of fluency.*
b) *Unscripted*

Drill & Practice

Used to strengthen skills and concept knowledge.

Guided Reading

The students read the text. The teacher provides support to students using a variety of strategies to identify words and meaning from the text.

Instructional Match

Teaching children according to their current grade level and performance level.

a) *Differentiated Instruction*
b) *Layered Curriculum*
c) *4-Mat*

Scaffolding

Teachers model the appropriate performance of a skill or task, then gradually shifts the performance to the student to perform. Scaffolding techniques could involve:

a) *reducing the number of problems,*
b) *assistive technology,*
c) *cooperative learning groups,*
d) *guided practice,*
e) *Think Aloud*
f) *Example/Non-Example*

Step-by-Step Strategies

The breaking down of difficult tasks and/or concepts into a step-by-step process. (Also called Task Analysis)

Thematic Units

Lessons created around a central theme that utilizes Reading, Writing, and the core subject areas.

Small Group Instruction

Smaller groups are organized to allow for more intensive instruction.

Resources

Many more strategies do exist that can be used within the RtI program. Please refer to these web sites for other ideas.

http://www.centeroninstruction.org/resources.cfm
http://www.w-w-c.org/
http://www.interventioncentral.org/

Math

CRA "Concrete/Representation/Abstract"

Students learning math concepts require a systematic progression from concrete knowledge to representational examples to abstract reasoning. Students manipulate materials to understand mathematical concepts.

Strategy Instruction

A strategy is a tool, plan, or method used for accomplishing a task. Teaching students strategies for understanding math concepts.

Teach using Big Ideas

Big Ideas is teaching math by concentrating student attention on key concepts and procedures. The associations between math concepts made clear by connecting previously learned concepts to new concepts and problem -solving situations.

Planned Discovery Activities

Activities that reinforce classroom instruction.

Instructional Games
Mathematics instructional games provide a student practice strategy. Students are engaged in mathematics instructional games only after they have acquired an understanding of the mathematics concept/skill/strategy.

Self-Correcting Materials
Enrichment materials with a specific concept or skill to reinforce a lesson that is self-correcting or made self-correcting.

Resources
Many more strategies do exist that can be used within the RtI program. Please refer to these web sites for other ideas.

MathVIDS
http://coe.jmu.edu/mathvids2
The Learning Toolbox
http://coe.jmu.edu/learningtoolbox

Writing

Strategy Instruction
A strategy is a tool, plan, or method used for accomplishing a task. Teaching students strategies for planning, revising and/or editing. (Tiers 1, 2, &3)

Summarization
Teaching students how to summarize texts. This strategy is designed to improve student's text summarizing skills.(Tiers 1,2,&3)

Six rules of Summarization
1) Delete unnecessary material
2) Delete redundant material
3) Compose a word to replace a list of items
4) Compose a word to replace individual parts of action
5) Select topic sentences
6) Invent a topic sentence if needed

Setting Product Goals
Assigning students specific goals for the written product they are to complete. (Tiers 2&3)

Word Processing
Student uses word processing and related software to write. (Tiers 1, 2, &3)

Sentence Combining
Teaching students to construct a more complex sentence, with the use of exercises, where two sentences are combined into a single sentence. (Tiers 1&2)

Process Approach
Writing projects with a purpose:
Personal Opinion
Writing for an Audience
Supporting
Self-reflection and Evaluation
(Tier 1)

Pre-Writing Activities
Student engaging activities (i.e. brainstorming) designed to organize ideas for a writing project.(Tiers 1,2,&3)

Inquiry
Student activities designed to develop ideas and content for a writing task by analyzing data. (compare and contrast or evaluate collected evidence)(Tiers 1)

Study of Models
Student activities where they examine examples of one or more specific types of text and attempt to follow those writing styles within their own writing. (Tier 1)

Resources
Many more strategies do exist that can be used within the RtI program. Please refer to these web sites for other ideas.

Improving Writing Performance
http://iris.peabody.vanderbilt.edu/pow/chalcycle.htm

Using Learning Strategies
http://iris.peabody.vanderbilt.edu/srs/chalcycle.htm

Glossary

Accommodations: supports or services provided to help an individual access the general education curriculum and help facilitate learning. Accommodations are any tools and procedures that provide equal access to instruction and assessment for students with disabilities. Accommodations are grouped into the following categories:

Presentation: (repeat directions, read aloud, large print, etc.)
Response: (mark answers in a book, use reference aids, point, use of computers, etc.)
Timing/Scheduling: (extended time, frequent breaks, etc.)
Setting: (study carrel, special lighting, separate room, etc.)

Americans with Disability Act: Federal Law that protects persons with disabilities from discrimination in the operations of public businesses and governments.

Aim Line: a graphic representation depicting the desired rate of progress a student needs to reach the goal from the current baseline.

AIMSweb® As a data management system, AIMSweb® facilitates the organization of student, classroom, school, and district level benchmark and progress monitoring data. In addition, AIMS web automatically graphs data against student, classroom, school, district or national norms or targets.

Area of Concern: educationally relevant domain in which an individual's performance is inappropriate, unacceptable or negatively influences educational performance.

Baseline: a measure of performance prior to intervention. These initial data are used to monitor changes or the improvement in an individual performance.

Behavior Intervention Plan (BIP): A plan to address problem behavior that includes, as appropriate, positive behavioral interventions, strategies, and supports; program modifications; and supplementary aids and services that may be required to address the problem behavior.

Child with a disability: A child who has a disability as defined in one of the disability categories in IDEA and who needs special education and related services because of the disability; or a child aged 3 through 5 who is experiencing developmental delay.

Child Find: Ongoing activities undertaken by states and local school districts to locate, identify, and evaluate all children residing in the state who are suspected of having disabilities so that a free appropriate education (FAPE) can be made available to all eligible children, including all children in public and private schools, including religious schools.

Collaboration: A systematic process of cooperation between two or more people with shared goals and perceived outcomes occurring in a climate of trust.

Collaborative team: A group of two or more people (as described above) who meet on a scheduled or as-need basis and fill a specific function or purpose. Collaborative teams can be formed both at the district and school levels. School-based teams are developed and sustained as determined by need and are accessible to any administrator or teacher concerned with the educational needs of students.

Convergent Sources of Data: data from multiple sources that combine to support a conclusion.

Core Curriculum: are courses that prepare children become adults, or course of study, which has been determined as the focus of study that is usually made mandatory for all students within a school or school system.

Courses of Study: Middle and High School course work (or classes) that lead to certain type of diploma and/or required for post-secondary education.

Curriculum Based Measurement (CBM): Skill-building approach that combines curriculum with individualized services. Content is designed with what the learner needs-to-know in order to carry out tasks while focusing on their individual needs. CBM's are for measuring student competency in the basic skill areas of reading fluency, spelling, mathematics and written language.

Data Points: usually a dot or small circle, represents a single data point. With one mark (point) for every data point a visual distribution of the data can be seen. Depending on how tightly the points cluster together, data trends may be recognized clearly and visually.

Diagnostic Assessment: the process of data collection for the purpose of specifying and verifying problems or areas of concern and identifying what an individual needs to enhance performance. (Salvia and Ysseldyke, 1991, p. 3)

DIBELS: Dynamic Indicators of Basic Early Literacy Skills are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. (DIBELS Manual)

Differentiated instruction: The matching of instruction with the different needs of learners in a given classroom by modifying delivery, time, content, process, product, and the

learning environment. One or more of these elements can be modified to provide differentiation.

Disability: a disability is a skills deficit, a health or physical condition, a functional limitation, or a pattern of behavior that adversely affects educational performance. A disability 1) results in educational performance that is significantly and consistently different, diminished, or inappropriate when compared to the expectations for peers and 2) significantly interferes with:

a) access to general education settings and opportunities;
b) developmental progress;
c) involvement and progress in the general curriculum; or
d) Interpersonal relationships or personal adjustment.

Discrepant/Discrepancy: the comparison of an individual's performance at a point in time to the performance of peers or other established standards at that same point in time.

Early Intervening Services (EIS) EIS is for students who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.

Ecological Context/Variables: Racial, ethnic, social, cultural, familial, linguistic, and educational variables and extraordinary circumstances, which are unique to an individual.

Eligibility: means an individual, who by nature of his or her disability and need requires special education and related services in order to receive an appropriate education.

English Language Learners (ELL): ELL are students whose first language is not English and who are in the process of learning English.

Evaluation: Summarizing assessment results, then making decisions based on these results.

Exit or Exiting Special Education Services: the determination that an individual is no longer eligible to receive special education and related services.

Explicit instruction: Instruction that is clear, overt, and visible.

504 Act: A student is eligible for accommodations under Section 504 if the student has a mental or physical impairment that substantially limits one or more of the student's major life activities that affect education.

Full and Individual Evaluation: the purpose of the evaluation is to determine the educational interventions that are required to resolve the presenting problem, behaviors of concern or suspected disability, including whether the educational interventions are special education. The identification process, at a minimum, includes interactions with the individual, the individual's parents, school personnel, and others having specific responsibilities for, or knowledge of, the individual and the implementation of general education interventions.

Fidelity: confidence in the data collected; accuracy; exactness.

Functional Assessment: Functional assessment is a "step beyond" standardized testing to determine the educational strengths and needs of the student to progress in the general curriculum. Functional assessments help to identify specific skills the student can and cannot perform in relationship to his or her disability.
Functional assessments also provide diagnostic information about what the student can actually do in the areas of concern. For example, if the student has a qualifying score in reading, and that is the area of concern, what is it the student can and cannot do when reading? Does the student have phonetic or sight word skills? Can the student read words in context? Can the student answer questions about a passage he or she has just read? Data is "functional" if it is skill based and identifies the student's present levels of performance to determine where to begin instruction with the student.

Functional Behavior Assessment (FBA): a problem-solving process for addressing student problem behavior. FBA relies on a variety of techniques and strategies to identify the reasons for a specific behavior and to help IEP teams select interventions that directly address the problem behavior.

Functional Skills: skills needed for independent living, such as cooking, comparison shopping, working with or managing money, using public transportation, and knowing hot to be safe in the community.

Goal: a statement that describes what an individual is expected to accomplish within a given time period. Each goal includes the conditions:

- the learner (individual);
- behavior, (the task to be improved);
- criterion, (represents an acceptable level of improvement); and
- The time, situation, and measurement material.

Goal Area: refers to the domain in an area of concern. For example, reading is a goal area under which decoding, fluency, and comprehension fall. A new goal area may be behavior or math.

Implicit instruction: An instructional ideology that assumes that students are naturally active learners who construct new personalized knowledge through linking prior knowledge and new knowledge. In implicit instruction, the teacher guides students only as much as is necessary for them to build their

own understanding. Scaffolding, or teacher support through questioning and explaining, is provided only as needed.

Independent Education Evaluation (IEE): independent education evaluation means an evaluation conducted by a qualified examiner who is not employed by the district responsible for the education of the child in question. A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the public agency. A parent is entitled to only one independent educational evaluation at public expense each time the public agency conducts an evaluation with which the parent disagrees.

Individual Education Plan (IEP): a written statement for a specific child with a disability, in accordance with chapter 24:05:27, based on a full and individual evaluation of the child and developed by an IEP team.

Informed Consent: Procedures to ensure that the parent has been fully informed of all information, understands and agrees in writing to carrying out the activity for which the consent is sought, understands that giving consent is voluntary and may be revoked at any time, and understands the revoking consent will not apply to an activity that has already concerned. Informed consent is required for an evaluation, a reevaluation, and for the initial delivery of special education services.

Interventions: The directing of instruction in the area(s) of concern. Interventions are designed to meet the identified needs of an individual and are monitored on regular and frequent basis. Changes in instruction, for the student in the area of learning difficulty, are designed to improve learning and to achieve adequate progress.

Intensive Interventions: designed to accelerate a student's rate of learning by increasing the frequency and duration of individualized assessments that analyze the lack of responsiveness to the tiers in Tier I and Tier II.

Least Restrictive Environment: To the maximum extent appropriate, children with disabilities are to be educated with children who are not disabled. Special classes, separate schooling, or other ways of removing children with disabilities from the regular educational environment should only occur when the nature or severity of the disability is such that education in regular classes cannot be achieved satisfactorily with the use of supplementary aids and services.

LEA (Local Education Agency): is a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or an administrative agency for its public elementary schools or secondary schools.

Marker Variables: a detailed, non-biased questionnaire developed to provide a reliable and valid indicator of performance.

Mean: an average found by adding all the values in a set and dividing by the number of values.

Measure/Performance Indicator: specific indicator or measure of performance; e.g., number of hitting incidences per day or number of correct words read per minute that will be assessed and documented to reflect progress in a goal.

Median: an average determined by finding the number that falls in the middle of a set of data when arranged from least to greatest.

Mediation: a confidential, voluntary process that allows parties to resolve disputes without a formal due process hearing. An impartial mediator helps the parties to express their views and positions and to facilitate discussion and help reach an agreement—not to recommend solutions or take positions or sides.

Mode: to describe a set of data by using the most commonly occurring value.

Modification: changes made to the content and performance expectations for an individual.

Modifications (assessments): Changes in the test or assessment conditions that fundamentally alter the test score interpretation and comparability. Providing a student with a modification during a state accountability assessment constitutes a test irregularity because it invalidates the student's test score.

Modifications (classroom assignment): Providing modifications to students during classroom instruction and/or classroom assessments may have the unintended consequence of reducing their opportunity to learn critical content. If students have not had access to critical, assessed content, they may be at risk for not meeting graduation requirements

Multi-sensory: Simultaneously engaging the visual, auditory, and kinesthetic modalities.

Multiple Sources of Data: no single procedure or piece of data shall be used as the sole criterion for determining the eligibility of an individual. Information and data from instructional interventions, along with reviews, interviews, observations, and test/assessments will aide in the use of multiple procedures and the collection of multiple sources of data.

Multiple Decision Points: the process intended for the Problem Solving Team to determine interventions. By turning raw data into information that is more helpful to the discussion by using visual representations of data to relate information.

Need: the judgment that an individual requires special education and related services in order to receive an appropriate education.

Parent: A biological or adoptive parent of a child;

(2) A foster parent, unless State law, regulations, or contractual obligations with a State or local entity prohibit a foster parent from acting as a parent;

(3) A guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child (but not the State if the child is a ward of the State);

(4) An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; or

(5) A surrogate parent who has been appointed in accordance with §300.519 or section 639(a) (5) of the Act.

(b) (1) Except as provided in paragraph (b) (2) of this section, the biological or adoptive parent, when attempting to act as the parent under this part and when more than one party is qualified under paragraph (a) of this section to act as a parent, must be presumed to be the parent for purposes of this section unless the biological or adoptive parent does not have legal authority to make educational decisions for the child.
(2) If a judicial decree or order identifies a specific person or persons under paragraphs (a)(1) through (4) of this section to act as the "parent" of a child or to make educational decisions on behalf of a child, then such person or persons shall be determined to be the "parent" for purposes of this section.

Positive Behavior Intervention & Supports: Identify and enhance knowledge about, and practical demonstration of, school-wide PBIS practices, systems and outcomes along the three-tiered continuum (primary, secondary, tertiary); and develop, conduct and evaluate technical assistance and dissemination efforts that allow evidence-based practices to be implemented on a large scale with high durability and effectiveness.

Peers: for school-age individuals, this refers to individuals in the same grade as the targeted individual. For early childhood individuals this refers to individuals of the same age group.

Percentile: group into hundredths. Percentiles indicates what percent of a group of numbers is less than or equal to a given number.

Post-secondary education: formal education or training beyond high school, including college, university, vocational school and trade school.

Pre-referral interventions: Interventions delivered in the student's regular classroom that attempt to improve learning prior to a referral for formal special education evaluation.

Procedures: written documentation for the specific manner or method in with the Eligibility Standards, outlined in this document, will be implemented.

Professional Judgment: the reasoned application of clear guidelines to the specific data and circumstances related to each unique individual. Professional judgment adheres to high standards based on research and informed practice that are established by professional organizations or agencies. (Adapted from Katz, 1994).

Progress Monitoring: a scientifically based practice used to assess student's academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

Prior Written Notice: a written notice that the school must provide to the parents of student with a disability with in a reasonable time if they wish to:

- Evaluate the student
- Determine whether the student is eligible for special education services
- Change the student's evaluation or educational placement or educational plan (IEP)
- Refuse the parent's request to evaluate their child or change their child's educational plan (IEP) or placement.

Quartile: a group of data set into quarters.

RtI (Response to Intervention): The National Association of State Directors of Special Education (NASDSE, 2005) defines RtI as the practice of providing high-quality instruction and intervention based on a student's needs, changing instruction and/or goals through frequent monitoring of progress, and applying the student response data to important educational decisions.

Rate of Progress: objective evidence of performance across time. The rate of skills acquisition and/or slope of improvement are the rate of progress. This requires multiple data points that reflect assessment across time. A minimum of nine data points are typically required.

Reevaluation: a reevaluation is a data-based decision making process conducted by the IEP team and, as appropriate, other qualified professionals. The process includes:

1. A review of existing data and information and the gathering of new assessment data, if needed. The purposes of the reevaluation re to determine whether the individual continues to have a disability and need ongoing special education and related services;

2. The present levels of performance in the area(s) of concern;
3. And whether any additions or modifications are needed to enable the individual to meet measurable IEP goals and to participate, as appropriate, in the general curriculum or in the case of early childhood, appropriate activities.

Reliability: refers to the accuracy, dependability, consistency, or repeatability of test results

Rigor: requires that decisions be made with exactness, accuracy and preciseness.

SBR (Scientifically Based Research): systematic methods, utilizing observations and analysis of reliable data, to determine student performance and design educational plans.

Scaffolding: Support given to assist students in learning a skill through explicit instruction, modeling, questioning, feedback, etc., to ensure student performance. Scaffolding should gradually be withdrawn as students become more independent of teacher support.

Scientifically Based: Refers to empirical research that applies rigorous, systematic, and objective procedures to obtain Reading Research (SBRR) valid knowledge. This research:

- Employs systematic, empirical methods that draw on observation or experiment.
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.
- Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn.
- Relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations.
- Can be generalized.

Services: direct instruction in the area of concern and includes special education and related services that will provide the individual with an opportunity to improve performance.

Skill: Something a student knows how to do expertly and automatically.

Special education: Specially designed instruction, at no cost to the parents, to meet the unique needs of a student with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education. The term includes speech-language pathology services and may include other related services, travel training, and applied technology education, if they meet the definition of special education.

Standard Deviation: a measure of the extent to which scores cluster around the mean.

Standard of Comparison: specify how good is good enough. Standards may be based on peer performance, instructional placement standards, adult expectations (parent, teacher, and/or employer), local norms, state norms, and **professional judgment**.

Strategy: The conscious use of a specific method.

Strategic Interventions: interventions provided to students who are not achieving the desired standards through the core curriculum alone.

Standardized Assessments: are test administered and scored in the same way to ensure validity. These assessments depend upon the same questions, conditions and scoring in order to gauge student progress against a norm group.

Trend Line: A trend line is a line used to represent the movement of student progress. A trend line is formed when a student's performance decreases and then rebounds at a **data point** that aligns with at least two previous data points. In addition, a trend line is formed when a student performance increases and then rebounds at a data point that aligns with at least two previous data points.

Targeted Assessments: assessments conducted when the student enters Tier III.

Team: a group of individuals who are involved in the development, implementation and decision making process as part of RtI. At a minimum, this includes the LEA instructional interventionist, the parent, and other qualified individuals, as appropriate.

Team member (IEP): student when appropriate, and person to interpret data, as well as others as needed.

Validity: The extent to which interpretations are useful, relevant, and valuable in making decisions relevant to a given purpose.

A Comparison
Between
The TAT Process and RtI Process

	TAT or Problem Solving Team	RtI
Goals	Teacher Support	Teacher support resulting in improved outcomes for all students Early Intervention
Membership	Primarily general educators	General educators Other professionals Building Leader
Experts	Teachers	Teachers and specialists
Timing of Assistance	Proactive and reactive	Proactive, preventive and responsive
Parent Involvement	Parent notification is not required (unless student on IEP)	Parent communication from the beginning
Student Involvement	All students	All students, particularly those who do not achieve benchmark
Tasks	Identifying Problem Brainstorming Solutions Follow-up with Teacher	Identifying problem Designing Intervention Evaluating Implementation Fidelity Evaluating Response to Intervention
Evidence	Student Work Samples Teacher reports	Benchmark Data Progress monitoring data: CBM, CBA, FBA Student Work Samples Teacher Reports

Service Delivery

Step 1: Universal Screening

Use universal screening to identify students with needs.

What is the problem?

Step 2: Choose Methods and Design Through Targeted Interventions

The TAT determines how the data will be determined (e.g. Observations and Student Work Samples) according to the design of the intervention.

Step 3: Collect the Data

This is the collection of the data according to the intervention plan. Depending upon the types of data collected, interventions may need to be changed as the data is made known.

Step 4: Intensive Interventions Analyze the Data and Draw Conclusions

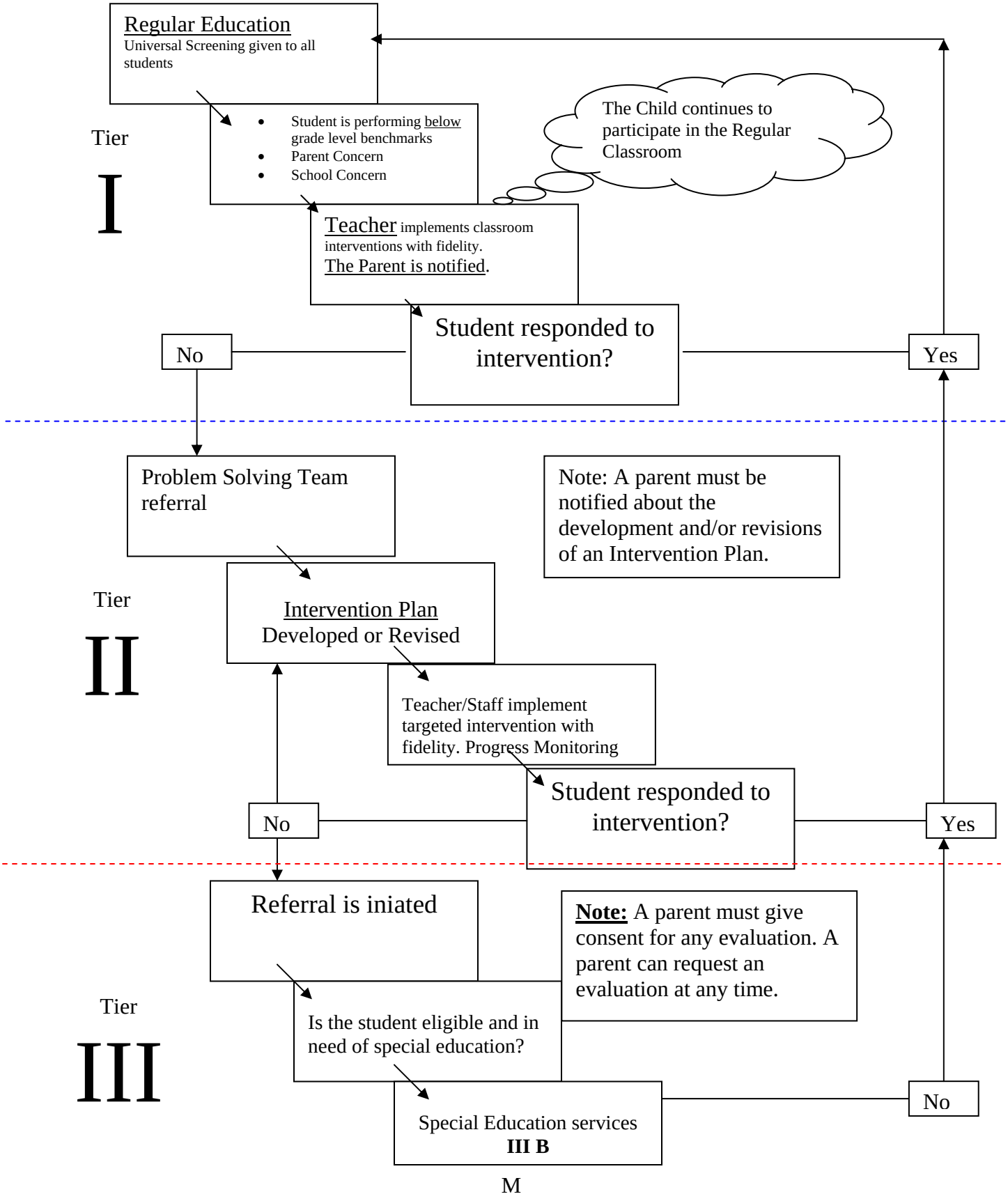
The TAT takes the data collected and converts the information into charts to be analyzed

Step 5: Report the Findings

The TAT will summarize their findings and conclusions and share them with those involved with the student's education.

L

An Example of an RtI Flow Chart



M

Response to Intervention
Reading Assessments

Assessment	Publisher	Grade	Oral Language	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Notes
AIMS/CBM	Edformation	K-12		Yes	Yes	Yes		Yes	Screening, Progress Monitoring, Outcome Based
CORE Assessments	CORE	K-8	Yes	Yes	Yes	Yes	Yes	Yes	Screening, Diagnostic, Progress Monitoring, Outcome Based
CTOPP Comprehensive Test of Phonological Processing	PRO-ED	K-3		Yes					Screening, Diagnostic, Progress Monitoring, Outcome Based
DIBELS Dynamic Indicators of Basic Early Literacy Skills	Sopris West	K-3 4-6	Yes	Yes	Yes	Yes			Screening, Benchmark, Progress Monitoring, Outcome Based
DRA Developmental Reading Assessment	Pearson/ Scott-Foresman-Addison Wesley	K-3 4-8			Yes	Yes	Yes	Yes	Screening, Progress Monitoring, Outcome Based
DRP Degree of Reading Power	TASA	K-12						Yes	Screening, Diagnostic, Progress Monitoring, Outcome Based
Gates/ MacGinitie	Riverside	K-12	Yes	Yes	Yes		Yes	Yes	Diagnostic
Gray Oral Reading	PRO-ED	K-12				Yes		Yes	Screening, Outcome Based
Peabody	American Guidance	K-12					Yes		Screening, Diagnostic, Outcome Based
Program Embedded Assessments	Program Publishers	K-12	Dependant upon Publisher	Dependant upon Publisher	Dependant upon Publisher	Dependant upon Publisher	Dependant upon Publisher	Dependant upon Publisher	N/A
QRI Qualitative Reading Inventory	Addison-Wesley Longman	K-12		Yes		Yes		Yes	Screening, Progress Monitoring, Outcome Based
Running Records	Multiple Publishers	K-12	Dependant upon Teacher Expertise	Dependant upon Teacher Expertise	Dependant upon Teacher Expertise	Dependant upon Teacher Expertise	Dependant upon Teacher Expertise	Dependant upon Teacher Expertise	Screening, Progress Monitoring, Outcome Based

Response to Intervention Reading Assessments									
Assessment	**Publisher**	**Grade**	**Oral Language**	**Phonemic Awareness**	**Phonics**	**Fluency**	**Vocabulary**	**Comprehension**	**Notes**
SORT-R Slosson Oral Reading Test-Revised	Slosson/ Scholastic	K-12					Yes		Screening
SRI-Scholastic Reading Inventory	Scholastic	K-12						Yes	Screening, Progress Monitoring, Outcome Based
TPRI Texas Primary Reading Inventory	McGraw-Hill	K-3	Yes	Yes	Yes	Yes	Yes	Yes	Screening, Diagnostic, Progress Monitoring, Outcome Based
Woodcock Reading Mastery	American Guidance	K-12		Yes			Yes	Yes	Screening, Diagnostic, Progress Monitoring, Outcome Based
Woodcock-Johnson III	Riverside	K-3	Yes	Yes	Yes	Yes	Yes	Yes	Screening, Diagnostic, Progress Monitoring, Outcome Based

Response to Intervention
Reading Assessments Tier 2

Assessment	Publisher	Grade	Oral Language	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Notes
Corrective Reading	SRA	GR.4-12		Yes	Yes	Yes	Yes		Explicit, Systematic Student Material aligned, and Ample practice provided
Early Success	Houghton Mifflin	GR. 1-2		Yes	Yes	Yes	Yes		Extensive organization of materials as needed
Earobics	Earobics Literacy Launch	K-3		Yes	Yes	Yes	Yes	Yes	Explicit, Systematic, Student Material aligned, Ample practice provided, and Technology based
Fast Track	SRA McGraw-Hill	Gr. 4-8				Yes	Yes	Yes	Explicit and Systematic Student Material aligned
Foundations	Wilson	K-3		Yes	Yes	Yes	Yes	Yes	Explicit, Systematic, Student Material aligned, and Ample practice provided
Journeys I & II	Voyager Learning	Gr. 6-12		Yes	Yes	Yes	Yes	Yes	Explicit and Systematic, Student Material aligned, Ample practice provided, and ELL
Language for Learning	SRA	K-1	Yes						Explicit and Systematic, Student Material aligned, Ample practice provided, Technology based, and ELL
Read 180	Scholastic	Gr. 6-12			Yes	Yes	Yes	Yes	Systematic, Ample practice provided, Student Material Aligned, Technology Based, and ELL
Reading Recovery	Ohio State University	1		Yes	Yes	Yes	Yes	Yes	Explicit, Systematic, Student Material aligned, Ample practice provided, and Extensive Training
Reading For All Learners	Alan Hofmeister	K-3			Yes	Yes		Yes	N/A
Reading Mastery	SRA	K-6			Yes	Yes	Yes	Yes	Explicit, Systematic, Student Material aligned, Ample practice provided, and Extensive Training
LANGUAGE REWARDS	Sopris West	Gr. 3-12		Yes	Yes	Yes	Yes	Yes	Explicit, Systematic, Student Material aligned, Ample practice provided, Extensive Training, Extensive organization of materials as needed, Technology based, and ELL

Response to Intervention Reading Assessments, Tier 2 Cont.									
Assessment	**Publisher**	**Grade**	**Oral Language**	**Phonemic Awareness**	**Phonics**	**Fluency**	**Vocabulary**	**Comprehension**	**Notes**
AMP Reading System	Globe Fearon/ Pearsons	Gr. 7-12				Yes	Yes	Yes	Systematic, Student Material Aligned, Ample practice provided, Technology Based, and ELL
Early Reading Intervention	Pearson Scott Foresman	K-1		Yes	Yes	Yes	Yes		Explicit, Systematic, Student Material aligned, Ample practice provided, and Extensive Training
Sidewalks	Scott Foresman	Gr. 1-5		Yes	Yes	Yes	Yes	Yes	Explicit, Systematic, Student Material aligned, Ample practice provided, and Extensive Training
Soar to Success	Houghton Mifflin	Gr. 3-8				Yes	Yes	Yes	Explicit, Student Material aligned, and Extensive organization of materials as needed
Writing Road to Reading	Spalding	K-6		Yes	Yes	Yes	Yes	Yes	Explicit, Systematic, Student Material aligned, Ample practice provided, and Extensive Training
Voyager Passport	Voyager Learning	K-6		Yes	Yes	Yes	Yes	Yes	Explicit, Systematic, Student Material aligned, Ample practice provided, and Extensive Training
Reading Advantage	Great Sources	Gr. 6-12			Yes	Yes	Yes	Yes	Explicit, Systematic, Student Material aligned, Ample practice provided, and Extensive Training

Response to Intervention
Reading Assessments, Tier 3

Assessment	Publisher	Grade	Oral Language	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Notes
Corrective Reading	SRA	Gr. 4-12		Yes	Yes	Yes			Explicit, Systematic, Student Material aligned, Ample practice provided, and Extensive Training
Fluency Builders (Secondary only)	Alan Hofmeister					Yes		Yes	N/A
Journeys I & II	Voyager Learning	Gr. 4-12		Yes	Yes	Yes	Yes	Yes	Explicit and Systematic
Kaleidoscope	SRA	Gr. 2-6		Yes	Yes	Yes	Yes	Yes	Explicit, Systematic, Student Material aligned, Ample practice provided, and Extensive Training
LANGUAGE!	Sopris West	Gr. 3-12		Yes	Yes	Yes	Yes	Yes	Explicit, Systematic, Student Material aligned, Ample practice provided, and Extensive Training
Reading Recovery	Ohio State University	1							Extensive training and/or professional development required
Read Well	Sopris West	Gr. 1-3		Yes	Yes	Yes	Yes	Yes	Explicit, Systematic, Student Material aligned, Ample practice provided, and Extensive Training
REWARDS	Sopris West	Gr. 4-12			Yes	Yes			Explicit, Systematic, Student Material aligned, Ample practice provided, and Extensive Training
REWARDS PLUS	Sopris West	Gr. 4-12			Yes	Yes	Yes	Yes	Explicit, Systematic, Student Material aligned, Ample practice provided, and Extensive Training
Visions	Thomson-Heinle	Gr. 4-12		Yes	Yes	Yes		Yes	Ample practice provided and ELL
Wilson Reading System	Wilson Language	Gr. 3-12		Yes	Yes	Yes	Yes	Yes	Explicit, Systematic, Student Material aligned, Ample practice provided, and Extensive Training

Web Resources

RtI Models from Around the Nation

Arizona
http://www.arizonarti.net/

Colorado
http://www.cde.state.co.us/cdesped/RTI.asp

Florida
http://www.firn.edu/doe/commhome/pdf/y2006-8.pdf

Oregon
http://www.ode.state.or.us/initiatives/idea/rti.aspx

Washington
http://www.k12.wa.us/SpecialEd/RTI.aspx

Wisconsin
http://www.dpi.state.wi.us/sped/rti.html

Additional Sources

A User Friendly Guide
http://www.ed.gov/rschstat/research/pubs/rigorousevid/index.html

Cultural Considerations with Response to Intervention Models
http://www.reading.org/Library/Retrieve.cfm?D=10.1598/RRQ.41.1.6&F=RRQ-41-1-Klingner.pdf

Education Research Service- (Publication Ordering)
www.ers.org/

Intervention Central
http://www.interventioncentral.com/

National Dissemination Center for Children with Disabilities
http://nichcy.org/

Response to Intervention: NASDSE and CASE White Paper on RtI
http://www.nasdse.org/documents/RtIAnAdministratorsPerspective1-06.pdf

RtI Wire
http://www.jimwrightonline.com/php/rti/rti_wire.php

What Works Clearinghouse- (Look at the Reviews of different interventions)
www.w-w-c.org/

A Policymaker's Primer on Education Research
www.mcrel.org/PDF/SchoolImprovementReform/9713TG_SchoolImprovement_Primer6-04.pdf

US Department of Education
www.ed.gov/nclb/methods/whatworks/research/index.html?exp=0

Math and Instruction

National Center on Student Progress Monitoring
www.studentprogress.org

Research Institute on Student Progress Monitoring
www.progressmonitoring.net

National Research Center on Learning Disabilities
www.nrcld.org

IRIS Center for Training Enhancement
http://iris.peabody.vanderbilt.edu/

Intervention Central
www.interventioncentral.org

IDEA Partnership Grant
www.ideapartnership.org

University of Oregon
www.easycbm.com/

Center on Instruction
www.centeroninstruction.org

The Access Center
www.k8accesscenter.org/index.php

Special Connections
www.specialconnections.ku.edu/cgi-bin/cgiwrap/specconn/index.php

MathVIDS
http://coe.jmu.edu/mathvids2

The Learning Toolbox
http://coe.jmu.edu/learningtoolbox

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